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ABSTRACT

Many children, and their families, experience stress when they leave preschool and enter kindergarten. This paper describes a transition plan for children entering kindergarten that addresses the needs of developmentally delayed children as well as typically developing children. By coordinating all the involved parties--parents, teachers, administrators, and support staff--the plan seeks to reduce stress and provide a forum to plan the best possible transition and eventual programming for each individual child and family. The paper includes an introduction and outline of the project, statement of objectives and transition philosophy, evaluation of the project, analysis of survey data, and project summary and conclusions. Transition documents employed in the project included are: transition timeline, classroom survival checklist, parent's observation form, transition team meeting form, transition team meeting worksheet, and key people chart. Appendixes include materials used in the project including letters and flyers regarding transition meetings; transition meeting minutes and meeting handouts; letters to administrators, teachers, and support staff; and sample and completed surveys of elementary staff and parents. (TJQ)

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TRANSITION TO KINDERGARTEN:

PARENTS AND TEACHERS

WORKING TOGETHER

CLAY CHILDREN'S CENTER PRESCHOOL

Carol Karr-Jelinek
Special Needs Preschool Teacher

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February 6, 1994

TRANSITIONING CHILDREN: PRESCHOOL TO KINDERGARTEN

Introduction and Outline: Terminal Master's Project

As a preschool teacher, I am always concerned with transitioning children from one activity to another. A good deal of my lesson planning involves appropriate transition activities. I have been working with special needs preschool children for the past one and a half years and I have realized that although transitions are very well thought out for day-to-day activities, I have spent very little time addressing the most important transition my young children make; the one to Kindergarten. I would like to develop a Plan of Action or Transition Plan for children entering Kindergarten. This plan will address the needs of developmentally delayed children, as well as typically developing children.

Many children(and their families) experience stress when they leave preschool and enter Kindergarten. Many times they do not receive the same amount of individual attention that they were accustomed to at their Preschool. The regular classroom teacher is not always prepared to receive a child with special needs or special family circumstances. Therefore, these children are not always accepted into the classroom. This causes stress which is due, I believe, to lack of proper planning and sharing of information. Aside from a Case Conference, held several months before a child enters Kindergarten, there is no contact between parents, early education staff, and elementary school staff. There are very few, if any, opportunities to share information about children and their special needs/ circumstances. There is no chance for parents to visit prospective schools/ programs or to talk to prospective staff about their child's needs. The same is true for elementary and preschool staff. They are not given a chance to visit other programs to see what the children are doing in preschool or to see what will be expected of them in Kindergarten.

Coordinating all the involved parties; parents, teachers, administrators, and support staff will no doubt reduce stress and provide a forum to plan the best possible transition and eventual programming for each individual child(and his/her family). A plan will put staff at ease by giving them all the available information. It will give preschool teachers an opportunity to better prepare children for the programming they will receive once they leave preschool. Including parents and all involved staff in the Transition Plan will assure that the needs of all children will be addressed and appropriate programming will be planned. By anticipating any concerns that might come up, we can avoid the problems that come from lack of information. We can also assure that children will be placed in an appropriate setting that will welcome them and accept them as part of the class.

February 6, 1994

OBJECTIVES

I. I am going to generate survey instruments(see enclosed) which will allow me to determine student needs from professionals, parents of current students and parents of prior students(those who are in Kindergarten this year).

II. I am going to implement the surveys and produce a written analysis of the data and its findings.

III. I will generate a written plan to address the perceived problems/needs of the preschool children based on the information from the surveys. The plan will include time lines for implementation, as well as complete details of the plan itself.

IV. Having implemented the plan, I will evaluate the process and predict its future success. The evaluation and predictions will be provided in written form.

V. I will provide a written summary and conclusions regarding the entire project.

VI. In an appendix, I will provide copies of the responses of all people surveyed, minutes from all transition team meetings and other such documents.

TRANSITION PHILOSOPHY

The mission of the transition team is to ensure continuity of education from early childhood programs into elementary school education in a timely manner. This will require interaction between programs and collaboration among parents, teachers and community resources within the district. We believe that all children are learners who should be ensured a safe classroom environment. In order to accept all learners, programs will have to be adapted so that children will reach their highest potential within the regular classroom.

EVALUATION OF THE PROJECT

Transition to Kindergarten: Parents and Teachers Working Together started out as an idea that transition could be easier for children. The process of developing the plan has been a learning experience for everyone involved. It has given Early Education staff a look at the role of the elementary school. Kindergarten teachers and support staff have gotten a glimpse at preschool and what it has to offer. And parents have been reassured that the teachers who work with their children really do care about what is best for each child as an individual.

My project began with a meeting with my supervisor. I expressed an interest in formalizing the transition process. She was very supportive and told me that I could proceed with the project and use school time and facilities, if necessary to complete the project. Next, I shared my idea with my colleagues at the Children's Center. They were interested and offered to help out. Finally, I sent out a survey to the elementary school principals, kindergarten teachers, and support staff. Based on the interest shown by all of the above, I decided to go ahead with the formation of a Transition Plan for the Clay Children's Center and the Clay Community School District.

After the surveys were returned, I invited everyone who had received a survey to attend the first Transition Meeting. The purpose of the meeting was to determine the needs of children and staff and to choose a direction for the transition plan. The Transition Meetings continued until we reached a consensus on the timeline and the responsibilities involved in the transition process. Meanwhile, I also surveyed parents of children currently enrolled in preschool and I contacted the parents of past students(those in kindergarten this year) and surveyed them. My colleagues were very helpful in administering the surveys. The information obtained through the surveys was very helpful in determining parent concerns and the specific needs of children entering kindergarten.

Once I ascertained the concerns and needs of individual families I was able to develop the **Parents' Kindergarten Observation Form.** Likewise I came up with the **Kindergarten Survival Checklist** to meet the needs of the elementary school staff. These documents will help to match parents and children with teachers and specific programs. Visitations will also help to facilitate matching the needs of children with the appropriate classroom and support staff. Making information more readily available can only help to ease any concerns that parents and teachers might have about a particular child's placement.

The **Transition Timeline** helps to organize the people involved in determining the best placement for a child. It begins with preschool teachers informing parents about transition and moves parents and teachers along until a child is placed and the kindergarten teacher is the primary contact for the parents and child. Along the way, the early education staff helps to introduce parents to elementary staff and support staff. This all promotes a comfortable feeling for families and teachers. Knowing that everyone has an important part to play helps the Team work together to make a smooth transition happen.

I believe the Transition Plan will continue to be successful as long as there are committed early education staff, elementary staff and concerned parents. The Clay Children's Center and Clay Community Schools share a commitment to quality education for all children. The Transition Timeline spells out responsibilities and provides a suggested time frame in which to complete them. It is flexible enough to meet the needs of any child. The only thing necessary to make any transition possible is the commitment of all the Team members. We have that commitment in this community.

ANALYSIS OF SURVEY DATA

Survey instruments were used with teachers, parents of current students, and parents of past students (currently enrolled in kindergarten). It was my hope to ascertain the needs of families and teaching staff with regard to transitioning children from preschool to kindergarten. The survey instruments proved to be very helpful. Not only did they confirm my hypothesis that more communication was needed, but they also showed that parents and teachers want to be involved in the transition process.

The transition surveys for both parents and teachers showed that both groups would like the opportunity to discuss the needs of children before they are placed in a new program. Half of the current parents surveyed would like to visit possible placements and meet potential teachers prior to their child entering kindergarten. They want a chance to share information about their child. All of the parents who participated in the survey stated that they felt it was important to keep the lines of communication open once their child enters the elementary school. They want the receiving teacher to understand their child's strengths and the areas where they need assistance. Parents want to know that their child is in good hands and that the teacher and support staff will accept and nurture their child in an inclusive environment in their home school, if possible. Keeping their child in their home school was preferred by all 23 of the past and present parent respondents.

Teachers want an opportunity to get as much information as they can about the children they are going to receive. 100% of the teachers surveyed expressed an interest in visiting the preschool program to observe the children interacting with their peers. They want to meet the preschool teaching staff and parents to determine the needs of each child. This will enable them to plan the most appropriate programming. It will also prevent unrealistic expectations which could lead to disappointment for children, families and staff. Three out of five past parents felt that their child's current teacher didn't really know what to expect and now both the children and the teachers are having difficulties adjusting. Teachers can better determine the types of in-service training or additional support they may need in the classroom once they realize the specific needs of each child. Seven out of seven teachers surveyed wished that they could have more information about the children they receive before any child is placed.

It is clear that facilitating communication among parents, preschool staff and kindergarten staff will make for a smooth transition. Success requires that all parties have a chance to voice their concerns and take responsibility for the transition. A clear, specific, and organized plan will assure the parties involved that services will be delivered without interruption. The Transition Plan will lay out the individual responsibilities and a timeline for effective implementation.

NOTE TO PARENTS

Dear Parents,

It is with a great deal of love and concern for children that the Transition Team has come to be at the Clay Children's Center. As a staff, we found that although many children have no difficulties entering the elementary school, there are some who would benefit from the additional time and consideration a transition plan involves in placing a child into kindergarten. The transition involves several steps and requires the commitment of parents, early education staff, and elementary school staff. All of these people have come together to develop the Transition Plan and we hope that it will benefit many children and their families now and in the future.

Included in the Transition Packet are many items which can help you to determine the best possible placement for your child. **The Parents' Observation Form** will help you to focus on the important elements of a good kindergarten program. **The Transition Team Meeting Form** lays out the key elements of the transition team. Finally, the **Transition Team Worksheet** and **Key People Chart** will help you to organize yourself and become acquainted with the various people and activities that are involved in the transition process. I hope you will take the time to look through these materials. They will not only benefit your child, but will provide you with peace of mind that your child will be placed in a setting that best fits his/her needs.

Sincerely,

Carol Karr-Jelinek
Special Needs Preschool Teacher
Clay Children's Center

NOTE TO TEACHERS AND SUPPORT STAFF

Dear Teachers and Support Staff,

It is with a great deal of pride that we present the Transition Plan. Thanks to your thoughtful participation in filling out surveys and attending meetings we have come up with what I believe is an excellent opportunity to collaborate and provide the best possible placements for our students. As with any new idea, the Transition Plan will no doubt need some modifications depending on the needs of the individual child. Please feel free to use it and make changes so you can best meet the needs of the families you serve.

There are several items within this Transition Packet that I would like to point out to you. First, there is the **Transition Timeline**. This document helps to delegate responsibilities and provide a realistic time frame for completion. It encourages participation of all the people who will be providing services for a particular child. Next, you will find the **Classroom Survival Checklist.** This checklist is divided into several performance areas and asks for the expected performance in each area. Preschool staff will find the information very helpful. It can help them provide programming that will better prepare children for kindergarten. Please take the time to fill it out. Finally, please take a look at the **Transition Team Meeting and Meeting Worksheet** forms. These forms will help to organize the transition team and keep the focus on the task of providing the best possible programming for each child. Please take the time to go through all of the items in the packet, keeping in mind that what we are doing is for the benefit of each child that we serve.

Sincerely,

Carol Karr-Jelinek
Special Needs Preschool Teacher
Clay Children's Center

TRANSITION DOCUMENTS

PREFACE

As I met with the various transition team members and parents, it became clear that we needed some sort of document to spell out who was responsible for what parts of the transition. I came up with a preliminary set of procedures and, as a group, we decided on the **Transition Timeline.** This document not only specifies who is responsible, it also gives a projected date for completion. The person(s) who are in charge of a particular area are then able to sign off and add any comments they feel are pertinent. These procedures can be as simple as telling a parent what transition is to something more complex like writing up an I.E.P. The timeline can start as early as when a child enters preschool and it follows through until the child is placed in kindergarten and even beyond. (Contact is encouraged between the preschool staff, elementary staff and the parents once the transition is made.)

The **Classroom Survival Checklist** and the **Parents' Observation Form** were created because both teachers and parents wanted an opportunity to express their concerns and expectations of what children ought to be doing in kindergarten. The **Classroom Survival Checklist** is a compilation of many areas of concern and focus for kindergarten teachers. I attempted to touch on a variety of areas and developmental abilities. This checklist gives parents and preschool teachers a good idea of what is expected of children in a particular classroom. Each kindergarten teacher fills this form out differently. Knowing the way a teacher responds enables the transition team to choose a match that is appropriate for each child. The **Parents' Observation Form** allows parents to look for the things they feel their child would be comfortable doing in a classroom. By observing various aspects of a classroom such as, the language used, behaviors and skills expected, curriculum, and physical layout parents can see if their child would not only fit in, but feel successful. This form is also helpful to parents who don't feel secure that they know what to look for in an appropriate setting.

The last three documents in this section, **The Transition Team Meeting, Transition Team Worksheet,** and the **Key People Chart** are to help explain and organize the actual meetings that will take place for any given child. These came about to help parents feel that their input is truly valued. They give parents an opportunity to share key information about their child and help to keep parents "in the loop". With the names and numbers of all the transition team members, parents can feel free to contact anyone and discuss their child's needs. For many parents, this is the first time they have been able to share in the decision making. These forms help to remind everyone that parental involvement is key to a successful transition.

PROCEDURES	WHO	DATE PROJECTED	DATE COMPLETED	COMMENTS
Give families information about the school's transition policies and procedures, explain how the team is formed, what will be done to enable their child's move from one level to the next, placement options, etc.	Family, primary service provider (e.g., early childhood educator)	Fall prior to entering kindergarten		
Determine families' concerns about their child's transition, the types of information and support needed, and their desired level of participation in planning their child's transition.	Family, primary service provider (e.g., early childhood educator)	Fall prior to entering kindergarten		
Assist parents in obtaining desired information, support, and opportunities for participation in planning their child's transition.	Family, primary service provider (e.g., early childhood educator)	Fall prior to entering kindergarten		
Observe kindergarten classrooms to identify teaching styles, classroom management techniques, and routines. Also to identify skills needed to be successful in participating in the kindergarten classroom. (Parents begin to get a feel for the classroom they might choose for their child.)	Transition Team: family, early childhood educators, receiving teachers, support staff (such as therapists)	Late Fall/Winter prior to entering kindergarten		

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PROCEDURES	WHO	DATE PROJECTED	DATE COMPLETED	
Identify the Transition Coordinator	Transition Team	Late Fall/Winter		
Begin to develop the transition plan for the child, including time lines for the school district.	Transition Team	Late Fall/Winter		
Exchange relevant child and programming information. This will include a survey of needed skills for success in kindergarten.	Transition Team; including administrators, paraprofessionals related services, and anyone else who might be involved with the child.	Late Fall- Early Spring (There may be several meetings depending on the needs of the team and the child.)		
Related service providers will provide recommendations for the child's goals based on the programming used thus far. Early childhood educators will provide receiving teachers with the methodology/materials they have used to meet the IEP goals and make suggestions about what might work in the future.	Transition Team; including administrators, paraprofessionals related services, and anyone else who might be involved with the child.	Late Fall-Early Spring (to be determined be the team)		

PROCEDURES	WHO	DATE PROJECTED	DATE COMPLETED	COMMENTS
Identify training and/or technical assistance needed by the receiving teacher (related staff). Administrator will obtain resources/funds and develop plans to meet staffing needs. Possible future teachers should be offered training as well.	Transition Team and administrators.	Spring prior to the child's transition		
Identify equipment, materials, personnel, etc., needed for the implementation of the child's transition. Administrator will obtain the resources.	Transition Team and administrators.	Spring prior to the child's transition		
Develop a transition plan that identifies the child's daily routine (e.g., kindergarten and school activities) objectives, resources, and strategies for promoting a successful transition and inclusion in all the related kindergarten educational programs/activities.	Transition Team	Late Spring-prior to child's transition to kindergarten		
Establish a plan to monitor participation in the kindergarten classroom and other school activities.	Transition Team	Late Spring/ Fall of entering year		
Establish follow-up procedures and contact with the early education staff.	Transition Team	Late Spring/ Fall of Entering year		

PROCEDURES	WHO	DATE PROJECTED	DATE COMPLETED	COMMENTS
Identify methods family and elementary staff will use to share information once the child is enrolled in kindergarten.	Family and receiving teacher	Kindergarten Round-up or Fall of entering year		

CLASSROOM SURVIVAL CHECKLIST

This checklist contains skills which may contribute to a child's successful participation in the regular kindergarten classroom. Please review this checklist to identify those skills which are important and critical for children to function successfully in **your** classroom during the first few months of the school year. A skill is **important** if you believe that it contributes to successful participation in your classroom; a skill is **critical** if you believe that it is absolutely necessary for successful participation.

To complete the checklist, think of children you have had in your classroom before who did not pose significant concerns and who functioned successfully in your classroom. Please check off the skills on the checklist which you feel are important. If it is not important leave it blank. If it is critical put a circle around the check mark.

ELEMENTARY SCHOOL_____

KINDERGARTEN TEACHER_____

DATE COMPLETED_____

FOLLOWS GENERAL CLASSROOM RULES

1. Follows general rules and routines, e.g., raising hand when appropriate, lining up, etc.
2. Follows routines specific to any activity
3. Goes to various areas in the room when requested/directed
4. Sits in assigned seat
5. Locates own belongings and returns them to appropriate location
6. Can locate materials and put them away when finished
7. Makes transitions from one activity to another with minimal direction

CLASSROOM BEHAVIOR

8. Is comfortable in classroom
9. Sits appropriately
10. Stays in own place while working
11. Controls voice
12. Uses material appropriately
13. Cooperates, shares
14. Works/plays without disrupting others
15. Can modify behavior when given verbal/nonverbal cues
16. Waits appropriately
17. Reacts appropriately to changes in routine

FOLLOWING DIRECTIONS

18. Complies with simple directions given by an adult to the child
19. Complies with simple directions given by an adult to the group
20. Follows multi-step directions
21. Remembers directions given previously and follows them

ATTENDING AND PARTICIPATING IN GROUPS

22. Willingly participates in group activities
23. Listens for own name in group
24. Focuses on speaker
25. Answers questions while in group

ATTENDING AND PARTICIPATING IN GROUPS (cont.)

26. Asks questions in a group
27. Volunteers in a group
28. Speaks in front of group
29. Participates at appropriate time (waits for turn) in group
30. Comments are relevant to topic at hand

INDEPENDENT PLAY AND WORK

31. Begins work/play without much prompting
32. Plans activities in advance of doing them
33. Able to sustain attention for appropriate amount of time
34. Completes tasks at ability level independently
35. Self-corrects errors
36. Able to recall previously completed tasks

SOCIAL INTERACTION AND PLAY SKILLS

37. Initiates interactions with peers
38. Interacts with peers (without adult initiation)
39. Plays according to the rules
40. Shares with others
41. Assumes the leader role
42. Assumes the follower role
43. Imitates peers

SOCIAL INTERACTION AND PLAY SKILLS (cont.)

44. Responds to social reinforcement
45. Able to settle minor disputes with peers
46. Maintains play with peers for appropriate amount of time
47. Able to work with more than one adult

GAME-PLAYING SKILLS

48. Takes turns when playing a game
49. Plays games according to the rules
50. Waits appropriately when it is not his/her turn
51. Acts appropriately when game is over
52. Able to recognize winner and loser

FUNCTIONAL COMMUNICATION

53. Greets teachers, peers
54. Learns names of others
55. Gains attention appropriately
56. Asks for information
57. States needs
58. Asks for help
59. Comments on topic of conversation
60. Answers questions
61. Makes choices
62. Restates rules

FUNCTIONAL COMMUNICATION (cont.)

63. Explains own behavior

64. Identifies cause and effect

65. Predicts outcomes

66. Offers suggestions or solutions

FUNCTIONAL MOBILITY

67. Able to locate major facilities: gym, cafeteria, bathroom, playground, library, classroom, hallway, etc.

68. Able to locate materials within classroom: desks, coat closet/room, sink, personal belongings, learning centers

SELF-CARE

69. Takes care of own toileting

70. Washes own hands without supervision

71. Dresses/undresses without supervision

72. Demonstrates appropriate hygiene (i.e., cleans nose, covers mouth, etc.)

73. Drinks through a straw

74. Eats independently using utensils

75. Cleans up after personal messes

PARENTS' OBSERVATION FORM

Each parent is encouraged to visit his/her child's future placement opportunities at least once during the child's last year in preschool. These visits can be arranged with the kindergarten teacher directly or the early childhood staff can make the arrangements for you. You may find these sample questions helpful when you go for your visit(s).

Please take note of the time of year you make your visit. At the beginning of the year children are adjusting to their new friends, teacher, and surroundings. As the school year progresses children become more comfortable. In the Spring, children begin to anticipate moving on to first grade. Due to the many changes the children make throughout the year, you can expect differences in the classroom.

You might want to keep some of these questions in mind with regard to your child as you visit the various program opportunities:

1. **The language used by the teacher:**

   How many steps are given at a time in directions?
   What types of words will my child be expected to understand?

2. **The language used by other children:**

   How long are their sentences?
   What type of words do they use and understand?

3. **Behavior of the children:**

   How long will my child be expected to sit still in a group?
   How often do children speak out of turn or move around when they should be sitting?

3. **Behavior of the children (cont.):**

How much independence is expected? When going to the bathroom? In taking care of materials? With dressing, etc.?
What are the classroom rules?

4. **Physical arrangement of the room:**

Where are the bathrooms? Coat room? Cubbies?

5. **Curriculum:**

What type of work is being done by the children? Are they able to explore materials? Do they have time for creative expression? Are there support staff to help out when needed?

6. **What skills might my child need to work on before coming to kindergarten?**
Can our preschool help to facilitate activities to build on these skills?

7. **Where might my child need special help or adaptations?**
How can I help to make sure these special concerns are addressed? What information can I pass along that will help the receiving teacher and his/her staff?

THE TRANSITION TEAM MEETING

The Transition team members for each child will be different, based on his/her needs. Besides you as the parents, the preschool teachers and kindergarten teachers, the other team members may include the speech and language therapist, occupational therapist, psychologist, principal, special education administrator, art teacher, music teacher, physical education teacher and any other staff who may work directly with your child. When the first transition meeting is scheduled you will be notified of the anticipated team members. These names will be provided for you on the Transition Team Meeting Worksheet. If you would like anyone else to attend, please let the team coordinator know.

The purpose of the transition team meeting(s) are:

- To help the teachers get to know your child
- To discuss your child's school placement and what special services may be needed
- To discuss how often and where services will be offered
- To plan for any adaptations which may be needed in the curriculum, the classroom or the building to meet your child's special needs
- To discuss how often and in what ways the new teachers will communicate with you about your child's progress
- To plan when and where the IEP for kindergarten will be developed

The **Transition Team Meeting Worksheet** is designed to help you organize your thoughts before your meeting. Please bring this form with you to the first meeting. Remember, you are a member of the team. We care about your thoughts and feelings and your input is important.

TRANSITION TEAM MEETING WORKSHEET

Date of Meeting_____ **Location**_____

Members of Transition Team:

_____ _____

_____ _____

_____ _____

These are my child's strengths:

- Things I really like about my child
- Things my child really likes
- Things he/she does well

These are some areas my child may need special help with:

Some things I have been working on at home with him/her are:

Plans for next year:

- What special services do I think my child might need?
- Will he/she need any changes in the classroom or building?
- How do I want to be kept informed about my child's progress? How often?

KEY PEOPLE CHART

As your child moves to kindergarten, you will get to know many new people. The spaces provided below are for you to record names and phone numbers of those who will be working with your child. You should feel comfortable contacting these people anytime you have a question or concern. It is important to keep the lines of communication open and parents play a key role in maintaining good contact.

Position	Name	Phone#
Principal	_____	_____
Kindergarten Teacher	_____	_____
Speech Therapist	_____	_____
Physical Therapist	_____	_____
Special Ed. Coord.	_____	_____
Preschool Teacher	_____	_____
_____	_____	_____
_____	_____	_____

PROJECT SUMMARY AND CONCLUSIONS

The Transition Plan was a well thought out and much needed tool for the program I serve at the Clay Children's Center. It not only meets the needs of the school district and professional staff , more importantly it meets the needs of children and their families. It allows the people who will be caring for and teaching children; parents and teachers, to determine what the best services will be and how to implement them. This project involved many people and I would like to comment on the process we used to achieve our goals. I will summarize in three specific areas: Transition Practices, Professional Beliefs and Satisfaction, and Family Participation and Satisfaction.

Prior to the Transition Plan, there was no formal method for moving children from preschool to elementary school. Children were placed, based solely on the preschool teacher's recommendation. I was not comfortable with this practice. Many children were not allowed to go to their neighborhood schools. Some children were ostracized in their classrooms because they were "different". Very often, children with minimal special needs were placed in classrooms for the mentally impaired because there just wasn't a place where they fit in. The Transition Plan has addressed these concerns and more. Now, children are placed in their home school and adjustments are made to the program to include them. Appropriate support is considered before children enter a classroom, not after, to avoid any discomfort for the child or the staff. Kindergarten teachers and support staff are able to receive special training before receiving a child and are provided with as much information about a specific child as is available. This happens before they enter classroom.

The overwhelming feeling among professional staff is that they do not know enough about the children they are receiving. They often feel "dumped on" when a special needs child is placed in their class. They want support and usually don't get it. The Transition Plan helps to meet the needs of the teacher and support staff. By spelling out the responsibilities in the Transition Timeline, early education, elementary education, support, and administrative staff know what their duties are and when to fulfill them. This eases the burden and helps everyone realize that this is a group effort. By sharing information between early and elementary programs teachers feel they have a good idea of what to expect with regard to a particular child's needs, behaviors, strengths, and weak areas. Knowing this information in advance also helps administrative staff arrange for extra support and/or training before the child arrives. The organization that a Transition Plan provides helps to alleviate the stress that often accompanies change. Less stress makes for a happier and more productive professional staff.

It has been shared with me several times, as I have discussed transition with parents, that they want their child to be treated like any other child. They want their child to go to the neighborhood school and they want them to be in a class with their age-level peers. They want their child to experience the things that all boys and girls their age experience. They do not want to see their child kept from doing what every other child is allowed to try. The Transition Plan addresses the needs of children, as well as families. Parents are a part of the transition team. They are able to visit programs, meet staff, and voice their opinions. This is a very new experience for many parents. They like the opportunity to share information about their child. After all, they are the experts when it comes to their children. Being a part of the very important decision of placing their child in the most appropriate kindergarten program gives a parent a real sense of responsibility. As a result, they carry that attitude with them as their child moves through school. They are willing to get involved because they know their opinion is valued. They also know that their child valued because a great deal of time and effort is taken when a transition plan is developed. Any parent likes to know that their child is receiving the best possible services and a happy parent helps to raise a happy child.

I have found this project to be extremely satisfying professionally. It gives me a great deal of pride to tell a parent that their child will be going to kindergarten with all of their preschool peers. I have seen what happens to children, both typically developing and those with delays, when they are allowed to play together. The progress that the special needs children have made this year is amazing. The "typical" children have shown a level of acceptance and willingness to help that I have seen in very few adults. I hope that this wonderful attitude will follow them as they grow up. I am convinced it will if the children with delays are allowed to attend school with their age-level peers. The Transition Plan offers this option and I hope parents and teachers will take the opportunity to encourage and accept it.

APPENDIX

LETTERS AND FLYERS

CAROL KARR-JELINEK
CLAY CHILDREN'S CENTER
51. E. BLAINE
BRAZIL, IN 47834
446-1103

December 15, 1993

Dear Transition Enthusiasts:

I am truly grateful for your thoughtful responses to my questionnaire last month. As I am sure you are all busy at this time of the year, I have decided to postpone the first meeting of the Transition Team until after the new year. I am scheduling this meeting for Thursday January 6, 1994, 3:30- 4:30pm at the Children' s Center. I hope that this is a convenient day for everyone.(Please let me know if there is a conflict.)

I would like to discuss the results of the survey and have a general discussion of what you would like the Transition Team to accomplish. I am very excited about the enthusiasm you have all shown and look forward to getting a chance to meet and work with you all. Please feel free to invite anyone along who may be interested in getting involved. I hope to see many of you at the meeting on January 6th.

Thanks again for all your support,

Carol Karr-Jelinek

Carol Karr-Jelinek
Clay Children's Center
Special Needs Preschool
51 East Blaine
Brazil, IN 47834
446-1103

January 10, 1994

Dear Kindergarten Teachers,

I am writing to let you know that we had our first Transition Team meeting last Thursday January 6, 1994. Those who attended were very enthusiastic about trying to come up with a plan to help make the transition from preschool to elementary school go as smoothly as possible.(Enclosed documents were discussed on Jan. 6.) Our next meeting will be THURSDAY JANUARY 20,1994 at Forest Park Elementary School. We will be discussing the actual written plan we will use for children entering Kindergarten and how we will be implementing it. The meeting will start at 3:00pm and run until about 4:00pm. We would love to have more professionals and parents on the team so that we can address the needs of all who will be involved in the transition process. If you are interested in participating please let me know. I can be reached at 446-1103 or you can leave a message with the Special Education Office at Forest Park. I look forward to seeing you at the meeting.

Thank you,

Carol Karr-Jelinek
Special Needs Preschool Teacher

TRANSITION TEAM MEETING

RESCHEDULED FOR:

THURSDAY JANUARY 27, 1994

3:00- 4:00 PM

FOREST PARK ELEMENTARY SCHOOL

FOR MORE INFO.

CALL 446-1103

ASK FOR CAROL

ALL ARE WELCOME

HOPE TO SEE YOU THERE!!!

Transition Team Meeting

"Laying out the Plan"

Thursday February 10, 1994

3:00- 4:00 PM

Forest Park Elementary School

For more Information

Call 446-1103

Ask for Carol Karr-Jelinek

All are welcome.

Refreshments will be served.

Hope to see you there!!!

TRANSITION TEAM MEETING

"Laying Out The Plan II"

Thursday March 3, 1994

Forest Park Elementary School
(Music room)

3:30- 4:30PM

Refreshments will be served.

All are welcome.

Hope to see you there!!

For more info:

Call Carol at 446-1103

MINUTES AND HANDOUTS

TRANSITION MEETING MINUTES
JANUARY 6, 1994

Meeting began at 3:40PM at the Clay Children's Center
In attendance: Janet Trout- SLP
Donna Little- Pri MiMH
Jennifer McGiverin- School Psychologist Intern(took notes for minutes)
Carol Karr-Jelinek- Special Needs Preschool Teacher

1. Everyone introduced themselves.

2. Carol discussed the purpose of transition and passed out the "Philosophy and Goals" handout.

3. The group engaged in a discussion of the handouts.

4. Donna stressed the need for support staff for special needs children.

5. Jennifer discussed the children who are attending kindergarten this year and reported some problems. Many kindergarten teachers feel they were unprepared to receive some children. Some require more support.

6. Carol reaffirmed that better transition could have avoided these problems.

7. The group decided to meet again at Forest Park Elementary School on January 20, 1994 at 3:00PM. (More people may be able to make at that time.)

8. The meeting was adjourned at 4:45PM.

PHILOSOPHY STATEMENT

The mission of the transition team is to ensure the continuity of education from early childhood programs into public education in a timely manner. This will require interaction between programs and collaboration among parents, teachers and community resources within the district. We believe that all children are learners who should be ensured a safe classroom environment. In order to accept all learners, programs will be adapted so that children will reach their highest potential within the regular classroom.

TRANSITION GOALS

1. **Parent Involvement**

   a. Encourage every parent to visit kindergarten through an open house, parent meetings before or after school, and /or during the school day.

   b. Building communication with parents so that they understand the similarities and differences between early childhood programs and kindergarten so that information about a student can pass between both environments.

   c. Provide the transition form early childhood parents groups to public school parents groups.

2. **Communication**

   a. Use "user friendly" language when communicating with parents.

   b. Information on students will be sent directly from the early childhood program to the appropriate public school the year before the child will enter into kindergarten.

   c. Information about students with special needs and children "at risk" will be disseminated to the designated teachers and specialists the Spring before the student enters kindergarten.

   d. The fall before students enter kindergarten we will inform parents of "at risk" children that services for their children may be terminated when they enter the public school setting.

e. An information night at the early childhood site will be provided in the Spring. At that time we will explain about the registration process and the different options available for their children (i.e., regular kindergarten or a multi-age classroom setting).

f. In the Spring, the early childhood teacher and the kindergarten teacher will observe one another's classroom and meet to discuss the children with special needs that will be entering kindergarten next Fall.

g. The kindergarten teacher will provide a "parent buddy" for any parent that needs and/or requests one.

h. Phone and/or personal contact will be provided for the parents of the students with special needs one week before school starts in the Fall. At that time any last minute questions or concerns will be addressed.

3. **Training Goals**

a. The administration will provide inservice training as needed before the child with special needs enters kindergarten.

b. Early childhood personnel will provide general information about regulations and services(to public school staff) annually.

TRANSITION MEETING MINUTES
JANUARY 27, 1994

Meeting was rescheduled from 1/20/94 due to a snow day.
Meeting began at 3:15PM at Forest park Elementary School.
In attendance: Cassie Tucker- MMH
Geri Freeman- Pri MoMH
Susan Blila- Graduate Student- ISU
Susan Price- Director, Special Services
Sam Trout- School Psychologist
Jennifer McGiverin- School Psychologist Intern(took minutes)
Donna Little- Pri MiMH
Carol Karr-Jelinek- Special Needs Preschool Teacher

1. The handouts from the previous meeting were made available.

2. A new handout with a suggested timeline/outline and areas to be covered was passed out.

3. The group introduced themselves.

4. Carol opened the discussion by briefly going over the timeline/outline. The discussion basically followed the timeline topics.

5. The group discussed the various items on the timeline/outline. It was decided that preschool will handle the introduction to transition and facilitate visits and introductions to elementary school staff. Elementary staff will provide survival skills needed in kindergarten. All agreed that visitation among/between programs is critical, as well as sharing information. Elementary staff will meet with parents and preschool staff.

6. Discussion went very long. We decided to adjourn at 4:45PM.

7. The next meeting will be on February 10, 1994. It will be held at Forest Park Elementary School at 3:00PM.

PROCEDURE	TIME LINE	WHO
Provide families with transition information.		
Determine family's goals, types of support needed, and level of participation.		
Provide families with assistance in obtaining information and in participating in their child's transition.		
Observe kindergarten classrooms to identify teaching styles, management techniques, etc. Also determine skills needed to be successful.		
Identify the Transition Coordinator.		
Begin the transition plan, including time lines for implementation.		
Exchange relevant child and program information.		
Recommendations will be made by early childhood and support staff who have worked with the child in preschool as to successful materials, methodology, etc.		
Determine the need for training or technical assistance.		
Identify needed equipment, materials, support staff, etc.		

PROCEDURE	TIME LINE	WHO
Develop a plan that addresses the child's daily routine so as to increase the likelihood of full inclusion.		
Establish guidelines for follow-up once the child enters kindergarten.		
Establish a means of keeping in contact with the preschool staff.		
Identify the method(s) of communication to keep parents aware of their child's progress once they enter kindergarten.		

TRANSITION MEETING MINUTES
FEBRUARY 10, 1994

Meeting began at 3:05PM at Forest Park Elementary School.
In attendance: Ruthann Jeffries- SLP
Linda Easton- SLP
Carolyn Steinbaugh- SLP
Jennifer McGiverin- School Psychologist Intern(took minutes)
Susan Price- Director, Special Services
Carol Karr-Jelinek- Special Needs Preschool Teacher

1. Several of the Forest Park staff stopped by to say that they could not make the meeting due to the rescheduling of a building meeting(due to a snow day).

2. Everyone introduced themselves.

3. Carol introduced the Transition Plan developed thus far.

4. The group discussed how support staff could/should be involved in the transition process.

5. Carol asked what would make transition of speech services go more smoothly. The SLPs were in agreement that they would like the Preschool to use testing that they are familiar with or provide more in-depth explanations of the testing results. They feel that they spend too much time trying to decipher previous testing. They often re-do testing so that they are sure of a child's ability level.

6. The group discussed the difficulty of arranging case conferences.

7. Susan Price assured the group that she would do her best to secure release-time for teachers and free up support staff to attend Annual Case Reviews.

8. We decided to adjourn at 4:15PM.

9. The next meeting will be announced, however it will be at Forest Park and will start at 3:30PM. A mailing will be sent out to announce the date.

KINDERGARTEN CURRICULUM MEETING
DISCUSSING TRANSITION MINUTES
FEBRUARY 22, 1994

Meeting began at 3:30PM at Meridian Elementary School.
In Attendance: Laura Isely- Assistant Superintendent of Curriculum
Susan Price- Director, Special Services
Marilyn Ankney- K-teacher, Meridian
Diane Smith- K-teacher, Staunton
Bea Maurer- K-teacher, Eastside
Faye Funk- K-teacher, Forest Park
Edith Doty- K-teacher, Van Buren Twp.
Carolyn Dardeen- K-teacher, Jackson Twp.
Carol Karr-Jelinek- Special Needs Preschool Teacher

1. Laura Isely introduced Susan Price. Susan introduced the topic of transition and then introduced Carol.

2. Carol introduced the Transition Plan, stressing its importance for children and for staff alike. She invited the staff to ask questions.

3. The group had many questions regarding the preschool program and the children currently in the program.

4. The overall consensus was that staff would like to have more information about children before they receive them. They also expressed an interest in visiting the Clay Children's Center and observing children.

5. Carol concluded her presentation with an invitation to the next Transition meeting at Forest Park on March 3, 1994 at 3:30PM. She also invited everyone to attend the First Annual Open House at the Children's Center March 15-17, 9AM- 3PM. (Invitations will be sent in the mail one week prior to the Open House.)

6. The meeting continued afterward with a discussion of curriculum issues.

TRANSITION MEETING MINUTES
MARCH 3, 1994

Meeting began at 3:30PM at Forest Park Elementary School. (Flyers were sent out regarding the date and time.)
In Attendance: Donna Little- Pri MiMH
Geri Freeman- Pri MoMH
Jennifer McGiverin- School Psychologist Intern(took minutes)
Carol Karr-Jelinek- Special Needs Preschool Teacher

1. The group took a look at the final copy of the timeline and its contents.

2. There was discussion about the implementation of The Plan for the children who are kindergarten bound this year.

3. Carol made arrangements to visit the possible placements with the parents and invited the various elementary staff to visit the preschool.

4. The group discussed the special needs of future students.

5. The meeting was adjourned at 4:30PM.

6. This was the last planning meeting. Any further meetings will be for the implementation of programming for specific children who are entering kindergarten next year. (We have been preparing parents since Fall 1993.)

SURVEY LETTER

November 12, 1993

Dear :

My name is Carol Karr-Jelinek. I am the special needs preschool teacher at the Clay Children's Center Integrated Preschool. Our program serves Head Start children and any children in Clay County, aged 3-5, who have been determined to have developmental delays. Our program became fully-inclusive this fall.

One of the biggest challenges I faced last year was transitioning children from our program into the elementary school. These struggles could be alleviated with better preparation and communication between early education staff and the elementary school staff. A well thought out plan could help make the transition smoother for all of us. To achieve this goal, I am writing a proposal for a transition model for children leaving early education and entering elementary school. In order to successfully develop this model, I would like the input of the receiving teachers.

Enclosed you will find a survey. I would greatly appreciate if you would take a few minutes to fill it out and return it to me by Tuesday November 23. If you are interested in becoming more involved in the planning process, I will be putting together a transition team. If you are interested in being a part of the team(details enclosed), please let me know. I hope to set up the first team meeting in early December.

Thank you very much,

Carol Karr-Jelinek

SAMPLE AND COMPLETED

SURVEYS

ELEMENTARY STAFF

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

Send to: Carol Karr- Jelinek
c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ?
   Have you had any Head Start/DD children in previous years?
   If so, please comment on their readiness.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ?

3. What would you like to know before receiving a "special needs" child in your classroom ?

4. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

5. Finally, please describe what your program can do to help prepare the Head Start/DD child make a successful transition into the Kindergarten classroom.

Please include any other comments, questions, suggestions you might have.

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal.

Again, thank you very much for taking he time to complete the survey and I hope to meet you soon.

Jackson Twp

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

Send to: Carol Karr- Jelinek
c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ?
If so, please comment on their readiness.

Yes, Johnny – Johnny was ready for Kindergarten, He knew most of the ABC's, colors, numbers, etc. We are working on his behavior & that is not your fault, I'm sure.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ? No

3. Have you ever visited the Clay Children's Center ? Would you like to ?

No – Yes

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4. What would you like to know about our program(s) ?

I would like to know the areas that you cover.

5. What do you know about the inclusion philosophy ?

Very little.

6. Do you have any special education training ? If so what kind ?

No

7. What would you like to know before receiving a "special needs" child in your classroom ?

Capacity

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

Might need to change my schedule & some plans. I'm sure I'd need suggestions on how to help the child the most.

BEST COPY AVAILABLE

9. Finally, please describe a smooth transition for a child with special needs coming into your classroom ?

Please include any other comments, questions, suggestions you might have.

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal. Again, thank you very much for taking the time to complete the survey and I hope to meet you soon.

Eastside Elem.

RECEIVED NOV 2 9 1993

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

Send to: Carol Karr- Jelinek
c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year?
If so, please comment on their readiness. I have seven children from Head Start. It is difficult to comment on their readiness as a group - Four of these children have good concept development but only one has good attention span, stays on task and tries to do his best - One child has been put on medication and is staying on task better but fine motor skills need to be developed - One student is having difficulty learning to count, print his name & color.
2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom? I do not have any concern about receiving children from these programs. Any pre-kindergarten group experience they receive before coming to Kdgn will be to advantage - I do think the emotional stability of a child is more of a concern than developmental readiness - Regardless, how many years of developmental delay the child is if they are included in a regular classroom
3. Have you ever visited the Clay Children's Center? Would you like to?
I have not visited the center but would like to learn more about your program

BEST COPY AVAILABLE

4. What would you like to know about our program(s) ? Skills displayed - physical, social, emotional and academic -
Home participation in the program -
Progress made with the children -

5. What do you know about the inclusion philosophy ? Limited knowledge. My understanding is that the child be kept in the regular classroom with the resource person coming to the room to work with the child with special needs

6. Do you have any special education training ? If so what kind ? No -

7. What would you like to know before receiving a "special needs" child in your classroom ?
Background of home - parents attitude and help given to student. Conference with parents, child's teacher of Head Start or DD Program - I would like to know of strengths, weakness of readiness skills, and behavioral problems experienced in the above programs. Past Programs -

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ? I have such a child in class this year - He needs constant attention - one on one — which takes away time from other children who also need help. The K program is too advanced which means not expecting to complete but modify the objectives to his level of learning - I need more help in class to work more closely with this child if he is to grow and develop to his potential -
The kindergarten class should be kept small

9. Finally, please describe a smooth transition for a child with special needs coming into your classroom ? First - a conference with teacher of the special child
2nd - Conference with teacher and parents - set goals for child
3rd - Parents and child visit classroom ~~before~~ to have a half day (children) session before opening day of school for all children.

Please include any other comments, questions, suggestions you might have.

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal. Again, thank you very much for taking the time to complete the survey and I hope to meet you soon.

Clay City

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

Send to: Carol Karr- Jelinek
c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ?
If so, please comment on their readiness.

Yes. I am amazed at what the Children's Center as General, and Carol did in particular for children that I have had this year and in years before.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ?

None

3. Have you ever visited the Clay Children's Center ? Would you like to ?

Yes . . . and yes I would very much like that! :)

BEST COPY AVAILABLE

4. What would you like to know about our program(s) ?

How are they initiated and carried through

5. What do you know about the inclusion philosophy ?

Some

6. Do you have any special education training ? If so what kind ?

Yes, I have a major in Special Education / Speech + Hearing Therapy

7. What would you like to know before receiving a "special needs" child in your classroom ?

Background information. Did the mother have trouble in childbirth? What happened after the.

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

Having the time necessary to meet the child's needs. I would need the support of Head Start people.

9. Finally, please describe a smooth transition for a child with special needs coming into your classroom ?

Complete acceptance in the part of the teacher and the classroom; making adaptations for the individual concerned.

Please include any other comments, questions, suggestions you might have.

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal. Again, thank you very much for taking the time to complete the survey and I hope to meet you soon.

Carolyn S.
ST

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

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c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ? No
If so, please comment on their readiness.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ? No

3. Have you ever visited the Clay Children's Center ? Would you like to ?
Yes

4. What would you like to know about our program(s) ?

I would like to know about the program for communication handicapped children and to what extent language development is stressed in each program.

5. What do you know about the inclusion philosophy ?

Children are better off working in a regular classroom with added help, as opposed to a pull-out program.

6. Do you have any special education training ? If so what kind ? B.S. & M.S. — yes Special Ed, Speech Pathology

7. What would you like to know before receiving a "special needs" child in your classroom ?

I would like test results and a report of previous therapy.

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

None, none

Doma-PriMiMH

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

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c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ?
If so, please comment on their readiness.

Yes. Because my children are mildly handicapped and many are from dysfunctional homes, I feel that the fact that they have been in a pre-school is a positive. The public school is much more structured, so, generally, the children have trouble functioning in a specific space for a very long period of time.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ?

Not as children from the preschool.

3. Have you ever visited the Clay Children's Center ? Would you like to ?

No. yes.

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4. What would you like to know about our program(s) ? - I would be interested in how these children are identified and how programs are developed for them. How involved is the Center with the parents? How are the parents made aware that their children have ad. delays? Is there an effort made to have the parents work w/ the children in the school setting?

5. What do you know about the inclusion philosophy ? - I am very concerned about inclusion for severely handicapped, whether it be for physical or emotional handicaps. For most children, it will be beneficial. Not only will we be meeting needs of "special needs" children we also will be able to help children at the lower end of the "normal" range that do not qualify for a special Education program.

6. Do you have any special education training ? If so what kind ?

Yes. Minor in Spec. Ed as well as learning disabilities. Masters degree in Education I've taught in special education at all levels.

7. What would you like to know before receiving a "special needs" child in your classroom ?

NA All my children are "special needs" children.

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

Emotional handicaps are the most difficult to deal with. I often don't feel prepared to deal w/ these in a group. They are much different on a 1:1.

An aide (or aides) are essential to meet the needs of the children. Often ED's, ADHD's need to be removed from the classroom, not only to contain themselves, but for the protection of other students

9. Finally, please describe a smooth transition for a child with special needs coming into your classroom ?

I'm not sure that's possible. Changes for these children are always difficult. However, to function in a classroom, a measure of discipline and self control is essential.

Please include any other comments, questions, suggestions you might have.

I would be interested in being involved in the transition team. Please let me know what you want me to do.

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal. Again, thank you very much for taking the time to complete the survey and I hope to meet you soon.

Staunton

TRANSITION MODEL SURVEY

Please take a few minutes to complete this survey and return it by November 23, 1993.

Send to: Carol Karr- Jelinek
c/o Clay Children's Center
51 E. Blaine
Brazil, IN 47834
446-1103

or c/o Special Education Office
Forest Park Elementary School
800 S. Alabama
Brazil, IN 47834

* Both Diane Smith and myself, Jane A. Pychinka, are answering the questions on this document. The person answering the questions will be indicated by their initials.

Thanks,

Carol

---

1. Do you have any Head Start or DD Preschool children in your class this year ? If so, please comment on their readiness.

1. (DS) There are three children from Headstart this year in my classroom. One child was retained and is repeating Kindergarten again this year. The child is still having difficulty. One of the two children who came to us this year, is a good listener, has good social skills, and is doing fine on readiness skills. The other student is having great difficulty, it has taken 12 weeks for the child to learn to write his name.

2. Do you have any concerns about receiving either Head Start or DD Preschool children in your classroom ?

2. (JP) All children are welcome at Staunton Elementary. SE is an "inclusive" school, and we believe that all children should have the opportunity to be educated in their home school, in their regular classroom, with children who do not have disabilities.

3. Have you ever visited the Clay Children's Center ? Would you like to ?

3. (JP) No, I haven't visited the Children's Center, but am receptive to visiting.

4. What would you like to know about our program(s) ?

4. (JP) I would like to see the kinds of things you are doing with children. I think knowing what you are doing will help us to continue and find the appropriate program for our students.

5. What do you know about the inclusion philosophy ?

5. (JP) I know and believe in inclusion. Our students are included in the regular classroom 100% of the time, with the exception of a few students who need extra support in math.

6. Do you have any special education training ? If so what kind ?

6. (JP) Yes, I served as Case Conference Coordinator for the VCSC for two years prior to coming to Clay County. I Coordinated more than 500 conferences with all exceptionalities (SPMH, MOMH , MIMH SLd, LD,). My job was to see that special needs students receive appropriate services.

7. What would you like to know before receiving a "special needs" child in your classroom ?

7. (DS) It would be nice to have a mini conference with the learning center prior to the students coming to school. I would like to know of their needs, concerns, their academic, social, and emotional behaviors. This is critical in planning a program for the students.

8. What hurdles would you anticipate in having such a child in your class ? What support would you need ?

8. (DS) Students with special needs need more one-to-one attention. Having an instructional assistant is important in helping to give the attention they deserve. Our classes have been large this year, 24, 25, and our instructional assistant has been valuable. It might be nice to get some training to acquaint us with how to deal with their special needs. Parent involvement is important to success with our students, and getting parents involved with the child's education at times has been difficult.

9. Finally, please describe a smooth transition for a child with special needs coming into your classroom ?

9. (JP) I think a smooth transition would come about if all parties, Clay Children's Center, SE, student's parents, teacher, principal, met in a conference to learn about the child and to plan an education for him/ her.

Please include any other comments, questions, suggestions you might have.

Thanks for allowing us imput. Jane Pychinka

TRANSITION TEAM DETAILS

The transition team will include teachers, parents, support staff, administrators, and members of the community. It will probably need to meet about 4-6 times over the next several months. Meetings will take place after school at the Clay Children's Center or at Forest Park Elementary School. The meetings will involve discussing concerns about transitioning children and deciding what "ingredients" we should include in the plan. I am very interested in involving as many people as possible, so please pass along this information to anyone who may want to get involved. I am sending my first mailing to Kindergarten teachers and building principals. I have contacted Susan Price and I will ask her to let Special Education staff know about this proposal. Again, thank you very much for taking the time to complete the survey and I hope to meet you soon.

PRESENT PARENTS

CLAY CHILDREN'S CENTER
51 E. BLAINE
BRAZIL, IN 47834
446-1103

November18, 1993

Dear Parents,

I am writing a proposal for the Clay County Community School District and The Clay Children's Center on how to improve the transition from early childhood programs to elementary school. I would appreciate any input you might have on what you feel are appropriate expectations to have for the early education staff and the elementary staff. Enclosed you will find a survey. Please take a few minutes to complete it and return it to me by Tuesday November 30, 1993. I will also be soliciting parents to be on a transition planning committee. If you are interested please let me know.

Thank you very much,

Carol Karr-Jelinek

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

2. Do you expect your child to require any special services?

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

4. What do you feel your child should know to be prepared for elementary school?

5. What should the elementary school expect of your child?

6. What accommodations should the elementary school make for your child?

7. What part do you expect to play in your child's education in elementary school?

8. How do you feel the school should keep you informed of your child's progress?

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.

Bethany

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Speech pre-school
and either Clay Children's Center or Clay Co-op pre-school

2. Do you expect your child to require any special services?

Yes - speech therapy and occupational therapy

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

help give her the extra help she needs with speech, fine motor skills, socialization, etc. And give her a head start on what they will learn in Kindergarten

4. What do you feel your child should know to be prepared for elementary school?

(Kindergarten)

letters
numbers
colors
shapes
independent (bathroom, take care of things (ex coat, supplies)

5. What should the elementary school expect of your child?

at least a basic knowledge of these subjects - familiar with them

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6. What accommodations should the elementary school make for your child? ~~N/A~~

7. What part do you expect to play in your child's education in elementary school?
to Help Hem do the Best He can

8. How do you feel the school should keep you informed of your child's progress?
the Best Way they can

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?
no

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.

Andrew

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Clayhill Ele

2. Do you expect your child to require any special services?

No

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Yes!

4. What do you feel your child should know to be prepared for elementary school?

How to sit & listen
How to behave in class
How to get along with others

5. What should the elementary school expect of your child?

Should expect him to be cooperative, attentive & sociable

6. What accommodations should the elementary school make for your child?

7. What part do you expect to play in your child's education in elementary school?
helping with home work and Reading

8. How do you feel the school should keep you informed of your child's progress? Conferences and letters

9. Do you have any concerns about your child entering Kindergarten? If so, what are they? NO

10. Would you like the early education staff to assist in your child's transition? If so, how?
NO

11. If you have any other concerns, comments, questions, please write them below.

ERIC H.

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?
Meridian Elem. School

2. Do you expect your child to require any special services?
No

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?
Maybe by him knowing the routine he needs to know he don't have to depend on the teacher as much.

4. What do you feel your child should know to be prepared for elementary school?
- How to get along with others.
- How to do the right for himself.

5. What should the elementary school expect of your child?
Skills on the rocky side, kind to others.

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6. What accommodations should the elementary school make for your child?

Just be ready for his changing with he get stung by a bee.

7. What part do you expect to play in your child's education in elementary school?

I hope to do a lot with him and his education.

8. How do you feel the school should keep you informed of your child's progress?

By sending home reports on his grades, his behavior.

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

No

10. Would you like the early education staff to assist in your child's transition? If so, how?

Yes -- the bus seems to help him realize that he is growing up and having to go to school

11. If you have any other concerns, comments, questions, please write them below.

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Crystal

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year? Clay City Elm.

2. Do you expect your child to require any special services? NO

3. How do you feel your child's early childhood school experiences will help him/her in elementary school? [redacted]

By listening skills that they are learning now.

4. What do you feel your child should know to be prepared for elementary school?

Sounds that the [redacted] ABC's make, Identifying ABC's tie their shoes, how to act in Class Room.

5. What should the elementary schoo expect of your child? Good behavior.

6. What accommodations should the elementary school make for your child?

Open communication, notification if there are problems, work together to help my child

7. What part do you expect to play in your child's education in elementary school?

supportive
cooperative

8. How do you feel the school should keep you informed of your child's progress?

notes
conferences
phone calls if needed

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

No - I feel you've prepared him well ☺

10. Would you like the early education staff to assist in your child's transition? If so, how?

yes - check to see if there are problems, Conference all together if necessary

11. If you have any other concerns, comments, questions, please write them below.

Thanks for all you've done!

Scott

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?
East side School

2. Do you expect your child to require any special services?
No

3. How do you feel your child's early childhood school experiences will help him/her in elementary school? teaches Him good things

4. What do you feel your child should know to be prepared for elementary school?
His ABC Numbers

5. What should the elementary school expect of your child?
~~Just~~ How to Be good

6. What accommodations should the elementary school make for your child?

7. What part do you expect to play in your child's education in elementary school?
actual part in the classroom

8. How do you feel the school should keep you informed of your child's progress?
notes from teacher, conferences

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?
Bethany isn't very independent as far as caring for her own needs.

10. Would you like the early education staff to assist in your child's transition? If so, how?
prepare her as best they can.

11. If you have any other concerns, comments, questions, please write them below.

Levi

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year? Clay City

2. Do you expect your child to require any special services? no

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

4. What do you feel your child should know to be prepared for elementary school?
write name, ABC's, numbers, color, shapes

5. What should the elementary school expect of your child? all the above

6. What accommodations should the elementary school make for your child?

7. What part do you expect to play in your child's education in elementary school?
Work with their kids

8. How do you feel the school should keep you informed of your child's progress? letters or calling on the phone or talk person to person

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.
Its hard today.

Robert

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Round Rock

2. Do you expect your child to require any special services?

[illegible]

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

[illegible]

4. What do you feel your child should know to be prepared for elementary school?

[illegible]

5. What should the elementary school expect of your child?

[illegible]

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6. What accommodations should the elementary school make for your child?

7. What part do you expect to play in your child's education in elementary school?

8. How do you feel the school should keep you informed of your child's progress?

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.

Tiffany

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

I think Meridian.

2. Do you expect your child to require any special services? No.

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

It behave in class better and listen when she is supposed to.

4. What do you feel your child should know to be prepared for elementary school?

Name writing
Numbers
Colors
Addition

5. What should the elementary school expect of your child?

To obey school regulations.

6. What accommodations should the elementary school make for your child?

Being patient at first.

7. What part do you expect to play in your child's education in elementary school?

A concerned parent.

8. How do you feel the school should keep you informed of your child's progress?

By a pre-scheduled meeting agreed upon by both parties.

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

Not yet.

10. Would you like the early education staff to assist in your child's transition? If so, how?

Yes so she can get to know about what she will be doing. By letting her see the school.

11. If you have any other concerns, comments, questions, please write them below.

None yet!

Bradley

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?
Forest Park Elementary

2. Do you expect your child to require any special services?

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?
I believe it will help him adjust better to the classroom.

4. What do you feel your child should know to be prepared for elementary school?
Colors, Alphabet, & numbers

5. What should the elementary school expect of your child?
How to tie shoes, clean himself after using the bathroom, etc.

6. What accommodations should the elementary school make for your child?
Make sure he gets on the bus.

7. What part do you expect to play in your child's education in elementary school?
I would like to know how his progress goes from time to time.

8. How do you feel the school should keep you informed of your child's progress?
To let me know if there's any problems

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?
Concerned about him being able to sit for a long period of time. Also his learning ability because of poor hearing.

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.

M.J./HB

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?
   Meridian ELEM.

2. Do you expect your child to require any special services?
   NO

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?
   Helping her to know what to expect.

4. What do you feel your child should know to be prepared for elementary school?
   letters & numbers also how to tie shoes & dresses themselves.

5. What should the elementary school expect of your child?
   That she is doing the best she can.

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6. What accommodations should the elementary school make for your child?

Provide the best schooling that is availavle

7. What part do you expect to play in your child's education in elementary school?

Assist my child when needed

8. How do you feel the school should keep you informed of your child's progress?

By calling or writinga note or letter.

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

No

10. Would you like the early education staff to assist in your child's transition? If so, how?

NO

11. If you have any other concerns, comments, questions, please write them below.

Tyler

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Eastside, but considering Catholic School

2. Do you expect your child to require any special services?

No

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Be prepared

4. What do you feel your child should know to be prepared for elementary school?

He's up to age level

5. What should the elementary school expect of your child?

He's a normal child
He should

6. What accommodations should the elementary school make for your child?

Won't need any

7. What part do you expect to play in your child's education in elementary school?

Go in to volunteer, go to conferences

8. How do you feel the school should keep you informed of your child's progress?

Letters, phone calls,

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

No

10. Would you like the early education staff to assist in your child's transition? If so, how?

No

11. If you have any other concerns, comments, questions, please write them below.

Re Janet

Beth

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Forest Park Elem.

2. Do you expect your child to require any special services?

Speech Therapy

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Sharing w/ other kids
Relating to other kids

4. What do you feel your child should know to be prepared for elementary school?

Tie her own shoes
Write her name

5. What should the elementary school expect of your child?

Cooperating

6. What accommodations should the elementary school make for your child?

Speech Therapy

7. What part do you expect to play in your child's education in elementary school?

Volunteer 1/month

8. How do you feel the school should keep you informed of your child's progress?

Conferences, phone calls,

9. Do you haye any concerns about your child entering Kindergarten? If so, what are they?

No

10. Would you like the early education staff to assist in your child's transition? If so, how?

Arrange a visit, K-roundup

11. If you have any other concerns, comments, questions, please write them below.

Beth

Sarah P.

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Clay City
Forest Park / Eastside

2. Do you expect your child to require any special services?

Speech Therapy
(PT & OT at Union Hosp.)

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Being with other kids - Socializing
Language models

4. What do you feel your child should know to be prepared for elementary school?

Talking more
Using more language

5. What should the elementary school expect of your child?

Do what she <u>can</u> do.
Let her do what she can <u>try</u>.
Let her <u>try</u> what the others do.

6. What accommodations should the elementary school make for your child?

One-on-One attention (Aide if necessary)

7. What part do you expect to play in your child's education in elementary school?

Volunteering, if I can.

8. How do you feel the school should keep you informed of your child's progress?

Notify of all progress
Notes, phone calls,

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

Not writing. coloring yet (OT working on hand eye coord.)

10. Would you like the early education staff to assist in your child's transition? If so, how?

Call Clay City K- teachers to set up an appointment.
Call FP to set up appointments after Spring Break.

11. If you have any other concerns, comments, questions, please write them below.

Ray

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Forest Park Elem.

2. Do you expect your child to require any special services?

Speech Therapy

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Colors
Talking more
Readiness skills
Social skills

4. What do you feel your child should know to be prepared for elementary school?

More of what he's doing
Address & phone #

5. What should the elementary school expect of your child?

6. What accommodations should the elementary school make for your child?

Speech Therapy
Meet his needs

7. What part do you expect to play in your child's education in elementary school?

Go to all parent-involved functions

8. How do you feel the school should keep you informed of your child's progress?

Call or talk to
Write notes

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

None

10. Would you like the early education staff to assist in your child's transition? If so, how?

Introductions, meeting with staff

11. If you have any other concerns, comments, questions, please write them below.

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Brandon

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Meridean

2. Do you expect your child to require any special services?

I dont know

3. How do you feel your child's early childhood school experiences will help him/her in elementary school? I hope it helps him settle down and learn rules to follow. To know the basics and what to expect when entering Kindergarten.

4. What do you feel your child should know to be prepared for elementary school?

That there is a time to learn, sit still, listen, and rules to follow, but there is also a time for play also.

5. What should the elementary school expect of your child?

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6. What accommodations should the elementary school make for your child?

?

7. What part do you expect to play in your child's education in elementary school?

I will work w/ him in any areas he needs help in, assist

8. How do you feel the school should keep you informed of your child's progress?

They can call me, send notes home, parent conferences

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

That Brandon will be able to settle down enough to follow the rules expected, that he will be able to keep up and do what is expected of him.

10. Would you like the early education staff to assist in your child's transition? If so, how?

11. If you have any other concerns, comments, questions, please write them below.

Jessica J.

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Eastside

2. Do you expect your child to require any special services?

Speech Therapy
OT, PT

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Watching others
moving more,
Crawling

4. What do you feel your child should know to be prepared for elementary school?

Talking
Feeding
Communication Board

5. What should the elementary school expect of your child?

Be in her home school

6. What accommodations should the elementary school make for your child?

Stay in her home school
bring services to her

7. What part do you expect to play in your child's education in elementary school?

Continue staying contact

8. How do you feel the school should keep you informed of your child's progress?

Call and I'll come in
I can call periodically

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

Where will she be?
Can she stay at her home school

10. Would you like the early education staff to assist in your child's transition? If so, how?

Plans w/ the Transition Team

11. If you have any other concerns, comments, questions, please write them below.

Derrick

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Meridian

2. Do you expect your child to require any special services?

Speech Therapy

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Colors, numbers, ABC's

Talking more

4. What do you feel your child should know to be prepared for elementary school?

Continue with all the things he's working on now.

5. What should the elementary school expect of your child?

Behave

112

6. What accommodations should the elementary school make for your child?

Speech Therapy

7. What part do you expect to play in your child's education in elementary school?

Attend parent meetings, conferences

8. How do you feel the school should keep you informed of your child's progress?

Home visits, conferences, notes

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

Not really, he's kind of shy

10. Would you like the early education staff to assist in your child's transition? If so, how?

Help visiting K. classroom
Introduced to K- teacher

11. If you have any other concerns, comments, questions, please write them below.

Eric V.

PARENTS' TRANSITION SURVEY

1. Where do you expect your child to attend school next year?

Meridian

2. Do you expect your child to require any special services?

Speech, Chapter 1

3. How do you feel your child's early childhood school experiences will help him/her in elementary school?

Understands verbal directions better, starting to verbalize, follows directions, Picks up after himself

4. What do you feel your child should know to be prepared for elementary school?

Keep doing what you're doing

5. What should the elementary school expect of your child?

Respect
Following rules
Whatever they expect of the others

6. What accommodations should the elementary school make for your child?

Speech Therapy, Physical Therapy
Occupational Therapy

7. What part do you expect to play in your child's education in elementary school?

Very active, volunteering

8. How do you feel the school should keep you informed of your child's progress?

Open door policy, corresponding w/
Kindergarten teacher about behavior

9. Do you have any concerns about your child entering Kindergarten? If so, what are they?

Don't want him to go to Forest Park -
Special ed program

10. Would you like the early education staff to assist in your child's transition? If so, how?

Help w/ transition, use the Transition
Plan

11. If you have any other concerns, comments, questions, please write them below.

Will he get Chapter 1 pull-out

PAST PARENTS

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. Where is your child attending school this year?

2. Does your child require any special services at school?

3. How do you feel your child's early childhood school experiences have helped him/her in elementary school?

4. What do you feel your child should have known to be prepared for elementary school?

5. What did the elementary school expect of your child?

6. What accommodations has the elementary school made for your child?

7. What part are you playing in your child's education this year?

8. How is the school keeping you informed of your child's progress?

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

10. Did the early education staff assist in your child's transition? If so, how?

11. Please comment on any other concerns you have had since your child has entered Kindergarten.

Thank you for taking the time to complete this survey!

Scott V.

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. **Where is your child attending school this year?**

Meridian

2. **Does your child require any special services at school?**

Speech Therapy

3. **How do you feel your child's early childhood school experiences have helped him/her in elementary school?**

Meeting other kids, getting along with others

4. **What do you feel your child should have known to be prepared for elementary school?**

Treating people w/ respect, Respect for adults

5. **What did the elementary school expect of your child?**

Left to right; Teacher wanted the children to understand "the teacher's" right and left (opposite viewpoint?)

6. **What accommodations has the elementary school made for your child?**

Speech Therapy, Chapter 1

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7. What part are you playing in your child's education this year?

Active, volunteering as much as possible

8. How is the school keeping you informed of your child's progress?

Open door policy, Regular correspondance with the K-teacher

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

Wanted a Speech Evaluation

10. Did the early education staff assist in your child's transition? If so, how?

Met w/ Kindergarten teacher
Informed me of Kindergarten Round-up

11. Please comment on any other concerns you have had since your child has entered Kindergarten.

Class was split up, due to large size. Had to adjust to new teacher

Thank you for taking the time to complete this survey!

Anthony

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. Where is your child attending school this year?

Meridian

2. Does your child require any special services at school?

Speech Therapy
Individual Teacher's Aide

3. How do you feel your child's early childhood school experiences have helped him/her in elementary school?

Playing with other kids, getting ready for Kindergarten

4. What do you feel your child should have known to be prepared for elementary school?

Better behavior

5. What did the elementary school expect of your child?

Able to behave, get along with others

6. What accommodations has the elementary school made for your child?

Individual Teacher's Aide
Speech Therapy

7. What part are you playing in your child's education this year?

Do Chapter 1 activities at home, conference with teacher

8. How is the school keeping you informed of your child's progress?

Talk when I pick up Anthony
Sends letters home
conferences

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

Yes, he's hyperactive, has behavior problems

10. Did the early education staff assist in your child's transition? If so, how?

Met with Kindergarten teacher, case conference

11. Please comment on any other concerns you have had since your child has entered Kindergarten.

His behavior is always a concern

Thank you for taking the time to complete this survey!

Nicole

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. Where is your child attending school this year?

Clay City

2. Does your child require any special services at school?

Speech Therapy, Physical Therapy

3. How do you feel your child's early childhood school experiences have helped him/her in elementary school?

Playing with other kids, colors, numbers, shapes, spelling, writing

4. What do you feel your child should have known to be prepared for elementary school?

Preschool helped w/ everything

5. What did the elementary school expect of your child?

Get a long w/ others
Pay attention

6. What accommodations has the elementary school made for your child?

Speech Therapy, Physical Therapy

7. What part are you playing in your child's education this year?

Meet with teachers, help her at home

8. How is the school keeping you informed of your child's progress?

Conferences, notes home,

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

Was she ready?

10. Did the early education staff assist in your child's transition? If so, how?

Met with Kindergarten teacher
Let me know about K-Round-up

11. Please comment on any other concerns you have had since your child has entered Kindergarten

She's doing really well

Thank you for taking the time to complete this survey!

Justin

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. Where is your child attending school this year?

Meridian

2. Does your child require any special services at school?

Physical Therapy, Speech Therapy

3. How do you feel your child's early childhood school experiences have helped him/her in elementary school?

Relates better to other kids
shapes, colors,
Talking to others,

4. What do you feel your child should have known to be prepared for elementary school?

Preshool helped a lot, wasn't in a big class, so he didn't know how to relate to so many kids

5. What did the elementary school expect of your child?

Cooperate with teacher
Behave

6. What accommodations has the elementary school made for your child?

Physical Therapy, Speech Therapy

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7. What part are you playing in your child's education this year?

Pick up from school
Help at home

8. How is the school keeping you informed of your child's progress?

Notes, conferences,

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

Will the other kids tease him?
Will he fit in?

10. Did the early education staff assist in your child's transition? If so, how?

Met with kindergarten teacher
Case conference

11. Please comment on any other concerns you have had since your child has entered Kindergarten.

Teacher has had a hard time with several kids

Thank you for taking the time to complete this survey!

Sean

PARENTS' TRANSITION SURVEY
(Parents of 1993 Preschool Graduates)

1. Where is your child attending school this year?

Forest Park

2. Does your child require any special services at school?

Pri MiMH class ½ day
Speech Therapy

3. How do you feel your child's early childhood school experiences have helped him/her in elementary school?

Gave him exposure to other kids

4. What do you feel your child should have known to be prepared for elementary school?

Better attention

5. What did the elementary school expect of your child?

Behave well,
~~[illegible]~~ Pay attention to
what is going on

6. What accommodations has the elementary school made for your child?

½ day Kindergarten
½ day Pri MiMH
Speech Therapy, many conferences

7. What part are you playing in your child's education this year?

conferences, try to help at home

8. How is the school keeping you informed of your child's progress?

notes, phone calls, conferences

9. Did you have any concerns about your child entering Kindergarten? If so, what were they?

Will he fit in? Should he go ½ day or whole day?

10. Did the early education staff assist in your child's transition? If so, how?

Case Conference - Kindergarten teacher was there
Met with Kindergarten teacher

11. Please comment on any other concerns you have had since your child has entered Kindergarten.

He's had a very hard time adjusting. He might have to change programs.

Thank you for taking the time to complete this survey!

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